History Progression Map

The progression grid outlines the skills and specific knowledge which pupils are expected to learn in each phase along with the specific vocabulary that supports this understanding.

EYFS/KS1- 3 year cycle Y3/4/5- 3 year cycle Y6- 1 year cycle

Chronological understanding

Skills

At EYFS:	At Year 1:	At Year 2:
Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Can they put up to three objects in chronological order (recent history)? Can they use words and phrases like: old, new and a long time ago? Can they tell me about things that happened when they were little? Can they recognise that a story that is read to them may have happened a long time ago? (Great Fire of London) Do they know that some objects belonged to the past? (toys) Can they retell a familiar story set in the past? Can they explain how they have changed since they were born?	Can they use words and phrases like: before I was born, when I was younger? Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? Can they use the words 'past' and 'present' correctly? Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order?

At Year 3:	At Year 4:	At Year 5:	At Year 6:
Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened?	Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades?	Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work exact time scales and differences as need be?	Can they say where a period of history fits on a timeline? Can they place a specific event on a timeline by decade? Can they place features of historical events and people from past societies and periods in a chronological framework?

Knowledge and interpretation

Skills

At EYFS:	At Year 1:	At Year 2:
Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Do they appreciate that some famous people have helped our lives be better today? (Forence Nightingale, Marcus Rashford, Mary Seacole, Grace Darling) Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Do they understand that we have a king who rules us and that Britain has had a king or queen for many years? Can they begin to identify the main differences between old and new objects? Can they identify objects from the past, such as vinyl record?	Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can they explain how their local area was different in the past? Can they recount some interesting facts from an historical event, such as where the fire of London started? Can they give examples of things that are different in their life from that of their grandparents when they were young? Can they explain why Britain has a special history by naming some famous events and some famous people?

At Year 3:	At Year 4:	At Year 5:	At Year 6:
Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history?	Can they explain how events from the past has helped shape our lives? Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?	Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can they explain the role that Britain has had in spreading Christian values across the world? Can they begin to appreciate that how we make decisions has been through a Parliament for some time? (Proud to be British topic) Do they appreciate that significant events in history has helped shape the country we have today? Do they have a good understanding as to how crime and punishment has changes over the years?	Can they summarise the main events from a specific period in history, explaining the order in which key events happened? Can they summarise how Britain has had a major influence on world history? Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they describe features of historical events and people from past societies and periods they have studied? Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?

Historical enquiry

Skills

At EYFS: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	**At Year 1:** Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using a artefact/ photograph provided? Can they give a plausible explanation about what an object was used for in the past?	**At Year 2:** Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous Briton from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?	
At Year 3: Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past? Can they use their 'information finding' skills in writing to help them write about historical information? Can they through research identify similarities and differences between given periods in history?	**At Year 4:** Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?	**At Year 5:** Can they test out a hypothesis in order to answer a question? Do they appreciate how historical artefacts has helped us understand more about British lives in the present and past?	**At Year 6:** Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Can they identify and explain their understanding of propaganda? Can they describe a key event from Britain's past using a range of evidence from different sources? Can they suggest why there may be different interpretations of events? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they pose and answer their own historical questions?

Overarching Historical Vocabulary

Vocabulary

At EYFS:	At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
similarities	century	era/period	primary source/evidence
differences	chronological order	BCE (Before Common Era)	secondary source/evidence
communities	living memory	ACE (After Common Era)	reliable
traditions	remembers	BC (Before Christ)	extent of change
past	memories	CE (Common Era)	extent of continuity evaluate
present	opinion	AD (Anno Domini)	reliable
	fact	archaeology	eye-witness
	source	pre-history	Monarchy
	interpret	biased	legacy
	enquire/enquiry	impact	ambiguous
	impact	consequences	consequences
	research	continuity	omits
	evidence		decade
	experts		
	significant		
	recent		
	lifetime		

History – Sticky Knowledge						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Science Knowledge	• Know that the toys their grandparents played with were different to their own • Organise a number of artefacts by age • Know what a number of older objects were used for • Know the main differences between their school days and that of their grandparents • Name a famous person from the past and explain why they are famous (Samuel Pepys, Grace Darling, Neil Armstrong) • Know the name of a famous person, or a famous place, close to where they live (John Flamstead, Joseph Wright)	• Know about an event or events that happened long ago, even before their grandparents were born • Know what we use today instead of a number of older given artefacts • Know about a famous person from outside the UK and explain why they are famous • Know that children's lives today are different to those of children a long time ago • Know how the local area is different to the way it used to be a long time ago • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.	• Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by 'hunter-gatherers • Know some of the main characteristics of the Romans • Know about the influence the Gods had on Vikings and Egyptians • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons	• Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor • Know about, and name, some of the advanced societies that were in the world about 3000 years ago • Know about the key features of either: Ancient Egypt	• Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Know how the lives of wealthy people were different from the lives of poorer people • Use a time line to show when the Anglo-Saxons were in England • know how Britain has had a major influence on the world	• Know about the impact that one of the following ancient societies had on the world: the Islamic civilization • Know how to place features of historical events and people from the past societies and periods in a chronological framework • Know about the influence the Gods had on Ancient Greece • Know at least five sports competed in the Ancient Greek Olympics

History – Sticky Knowledge Key Stage 1				
	Within living memory	**Beyond living memory**	**Lives of significant people**	**Local history**
Year 1	• Know that the toys their grandparents played with were different to their own • Organise a number of artefacts by age • Know what a number of older objects were used for • Know the main differences between their school days and that of their grandparents •	• Know about an event or events that happened long ago, even before their grandparents were born • Know what we use today instead of a number of older given artefacts • Know that children's lives today are different to those of children a long time ago •	• Name a famous person from the past and explain why they are famous (Samuel Pepys, Florence Nightingale, Neil Armstrong, Mary Seacole)	• Know the name of a famous person, or a famous place, close to where they live (Florence Nightingale, John Flamstead)
Year 2	•	•	• Know about a famous person from outside the UK and explain why they are famous •	• Know how the local area is different to the way it used to be a long time ago • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.

History – Sticky Knowledge Key Stage 2						
	CHRONOLOGY (Stone age to 1066)	**Beyond 1066**	**LOCAL STUDY**	**ANCIENT ANCIENTS (approx. 3000 years ago)**	**CIVILIZATIONS from 1000 years ago**	**ANCIENT GREECE**
Year 3	• Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by 'hunter-gatherers'					• Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics •
Year 4	• Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons			• Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt		
Year 5	• Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a time line to show when the Anglo-Saxons were in England		• Know about a period of history that has strong connections to their locality and understand the issues associated with the period. • Know how the lives of wealthy people were different from the lives of poorer people during this time			
Year 6		• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • know how Britain has had a major influence on the world			• Know about the impact that one of the following ancient societies had on the world: the Islamic civilization • Know why they were considered an advanced society in relation to that period of time in Europe	